

Unit Planning Guide: Grade 1 Unit 6 of _6__

Unit Title: The Sights and Sounds of Poetry	Pacing (Duration of Unit): 4 weeks
Grade: 1	Buffer Day(s): 3 days

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.1.1 Ask and answer questions about key details in a text

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2a Capitalize dates and names of people.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

These are MPI examples for EPL 4

- Compose a paragraph with topic details and a conclusion using a graphic organizer
- Interpret grade level texts in a cooperative group structure

Meaning (*Mostly assessed through Performance Tasks/Assessments)
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<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • Poetry is an expression of ideas and emotions written in a relatively short, concise format or structure. • Poetry looks and sounds different from prose. • We read poetry differently than prose to understand a poet’s meaning and point of view. • Poets use different literary techniques to create meaning, imagery, and mood. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <p>What is poetry?</p> <p>How is poetry different from prose?</p> <p>How do images or sounds help us to understand the meaning of a poem?</p>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Some of the differences between poetry and prose. • The structure of poems (lines and stanzas). • How the poetic techniques of rhythms, rhyme, alliteration, and repetition create sound imagery. • The value of reading and rereading poems to understand and connect to the poet’s meaning and point of view. 	<p>Skills: The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <p>Discussing the differences between a poem and prose. Recognizing the structural elements of a poem (lines and stanzas). Recognizing some elements of poetry that contribute to the sound of poem (rhythm, rhyme, alliteration, repetition). Inferring a poem’s meaning through a close reading of words, lines, and stanzas. Discussing a poem in collaborative groups, citing evidence-supporting ideas. Comparing and contrasting two or more poems on the same topic. Reading poems accurately, fluently, and with expression that reflects an author’s point of view.</p>